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ABSTRACT

This scope and sequence guide, developed as an introduction to a vocational office education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, audiovisual aids, kits, projects, simulations, and workbooks. This one-period block program is especially designed to introduce students to office education curriculum experiences. It includes the development of basic typewriting skills, along with an introduction to accounting, shorthand, general clerical, data processing, and office machines. Upon completion of the course, students should be aware of the further course offerings available and be able to select courses appropriate to their needs and abilities. (KC)

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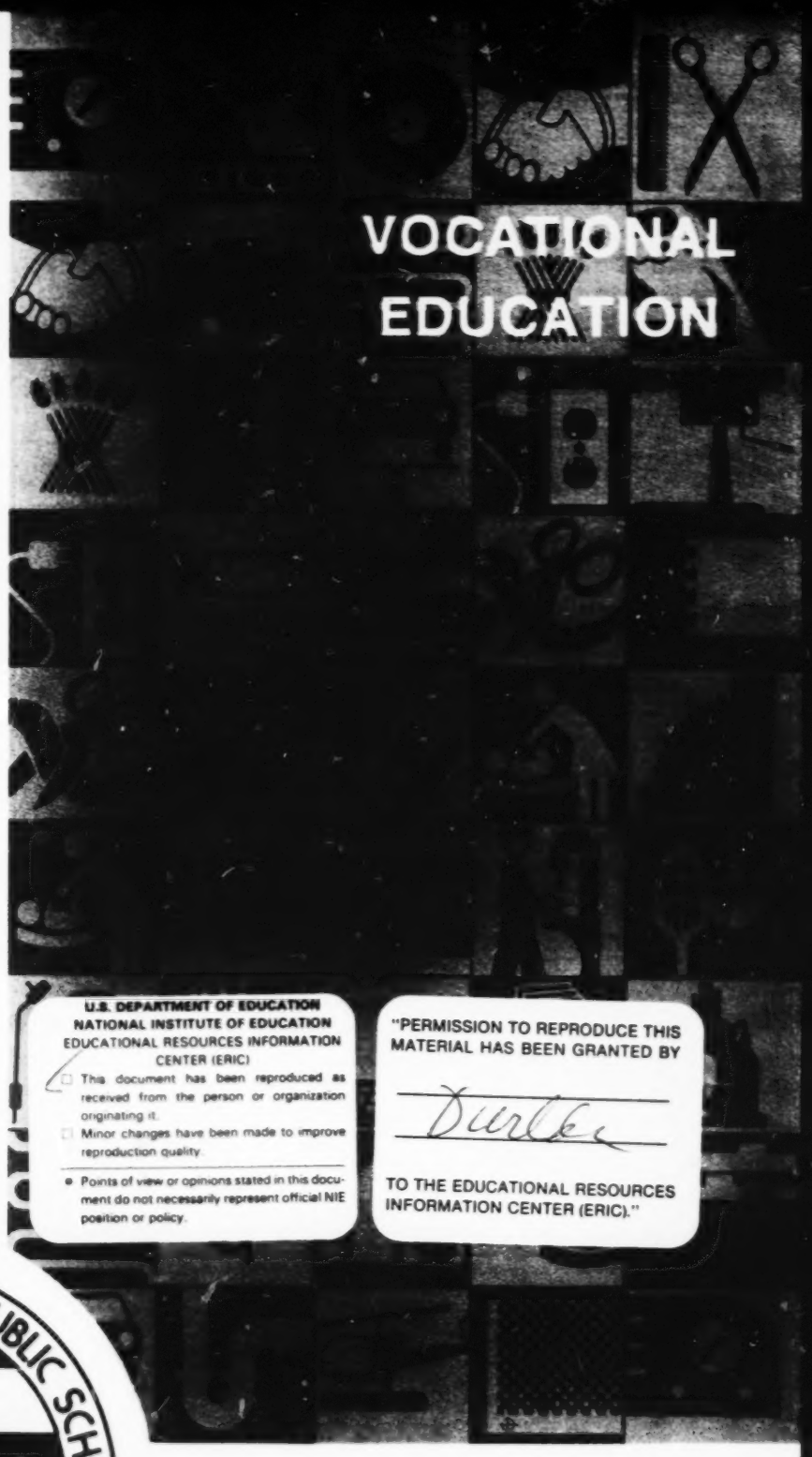
VOCATIONAL OFFICE EDUCATION

SCOPE AND SEQUENCE



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SCOPE AND SEQUENCE

FOR

INTRODUCTION TO VOCATIONAL OFFICE EDUCATION

FOREWORD

This scope and sequence guide, developed for the Introduction to Vocational Office Education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It is a direct result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. An articulated vocational curriculum allows a student to move from one level of instruction to the next without repeating learning tasks already mastered, and without experiencing gaps in the presentation of relevant instructional material.

A goal of this curriculum effort is to provide teachers a usable guide based on input from the teachers. The initial step was an identification of course content, with all teachers having an opportunity to contribute. What follows is a publication using the teachers' contributions: a sequential listing of objectives and skills for each program offering.

This guide does not include all specific resource materials that may be used to assist students in acquiring minimum competencies. It is to serve as a guide for the sequence of course content and scope of what is to be taught. This guide content is extremely important and its use is encouraged. The suggested competencies and resource materials allow instructors an opportunity to be creative and resourceful in meeting the needs of individual programs and students.

ACKNOWLEDGEMENT

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The Committee:

Instructors	Schools
Jeanette Brown	Hillsboro
Virginia Cartwright	Maplewood
Betty Dye	Glencliff
Martha Heath	East
Kathryn Lewis	McGavock
Edith Townsel	McGavock

Committee Coordinators: Preliminary Committee-Helen Derthick-Glencliff
Revision Committee-Patricia Beaty-Stratford

Program Area: Kenneth B. Anderson, Coordinator

Editorial Consultant/Design/Layout

Judy Beier - Commerical Art Instructor - Maplewood
Mary Jo Grady - Commercial Art Instructor - Pearl/Cohn
Joy Binkley - Editing
Dr. Jim Lorenz - Third Party Evaluator
Exemplary Project Staff
Vocational Program Coordinators

Printing/Binding/Typesetting/Technical Assistance

Sam White - Printing Instructor - Overton
Jesse Ray - Printing Instructor - Whites Creek
Cleve Yokely - Printing Instructor - Stratford
Kenneth Ford - Manager - Metropolitan Public School Binding
Robert Tucker - Director - Metropolitan Public School Printing Department
Jean Porter - Publications Specialist - Department of Communication and Community Relations
Debbie Fulghum - Typesetter - Department of Communication and Community Relations

INTRODUCTION

This guide has been prepared under the direction of the Project Director and Coordinator of the Vocational Education Exemplary Project. It includes: (1) Objectives, (2) Subject Content and (3) Resource Materials.

Guidelines are suggested for use by vocational office education teachers as they direct the growth of pupils enrolled in Introduction to Vocational Office Education. All teachers of Introduction to Vocational Office Education are urged to exercise their creative efforts to adapt and expand these guidelines to serve individual needs.

COURSE DESCRIPTION

Introduction to Vocational Office Education is a one-period block program especially designed to introduce students to office education curriculum experiences. This is not to be confused with the traditional first-year typewriting course. The development of basic typewriting skills will be a primary objective with emphasis upon accuracy, machine manipulation and basic application techniques as opposed to speed. Introduction to accounting, shorthand, general clerical (which includes filing, communications, mailing and problem solving), data processing and office machines must be integrated with typewriting instruction.

GENERAL COURSE OBJECTIVES

Introduction to Vocational Office Education is an introductory course; therefore, the students will be introduced to various learning experiences found in the world of work.

This course is a springboard for the vocational office education curriculum. Upon completion of this course students should be aware of the course offerings available and be able to select wisely an area in which they have an interest and for which they have the aptitude.

The objectives are as follows:

1. To teach basic typing skills
2. To teach editing skills
3. To introduce students to career opportunities
4. To introduce general clerical procedures
5. To review basic math fundamentals
6. To introduce accounting procedures
7. To introduce students to office machines
8. To introduce students to selected shorthand symbols
9. To introduce students to data processing terms and equipment
10. To teach students how to work with people

COURSE CONTENT FOR INTRODUCTION TO VOCATIONAL OFFICE EDUCATION

(First and Second Semesters)

I. Typewriting (20 weeks)

Specific objectives:

To develop basic knowledge of operative machine parts, their adjustment and uses
To master the keyboard and develop desirable stroking and operative techniques
To develop skill in vertical and horizontal centering
To develop skill in typing problems such as centered messages, personal notes, cards, letters, outlines and manuscripts, short tabulated reports, business letters with carbon copies, and addressing envelopes
To learn techniques for the daily care of the typewriter
To develop a critical attitude in judging one's own work and taking pride in work well done
To be accurate, follow directions, be neat, use good arrangement and be thorough in all work

A. Basic typing skills

1. Uses correct typing techniques
2. Learns basic operative parts
3. Learns keyboard by touch method

B. Basic typing applications

1. Types sentences and paragraphs
2. Types letters using basic styles
3. Addresses envelope
4. Types tabulated reports (with and without columnar headings), outlines, manuscripts and reports

II. Editing (1 week, really should be a part of each unit)

Specific objectives:

Specific objectives continued:

To develop pride in work well done
To develop ability to proofread, identify and correct errors

A. Proofreading marks

B. Proofreading of sentences, paragraphs, letters, tabulations and manuscripts for typographical errors, punctuation and spelling

C. Proofreading corrections

III. **Career Orientation (3 weeks)**

Specific objectives:

To become acquainted with a career plan
To identify personal skills
To determine needed work skills

A. Career plans

1. Reads about careers
2. Talks with career people
3. Explores careers through Occupational Outlook Handbook and Dictionary of Occupational Titles
4. Views filmstrips on career planning

B. Personal skills

1. Discusses importance of getting along with people, good grooming and thinking positively
2. Participates in sessions for problem solving

C. Work skills

1. Writes or types addresses on envelopes
2. Writes or types information on job related forms

C. Work skills continued:

3. Compares for similarities or differences on application forms and other job related forms

IV. General clerical procedures (4 weeks)

Specific objectives:

To become aware of clerical opportunities
To fold and insert mail into various size envelopes
To become acquainted with alphabetic filing rules and procedures
To learn correct telephone techniques

A. Clerical opportunities

1. Becomes aware of clerical opportunities available
2. Uses classified ads to demonstrate clerical opportunities available
3. Views filmstrips

B. Mailing

1. Folds and inserts correspondence into various size envelopes
2. Sorts envelopes by zip codes

C. Filing

1. Learns alphabetic filing rules and related terms
2. Acquires skill in indexing and coding through practice exercises

D. Telephone techniques

1. Views films on courtesy and proper techniques
2. Discusses proper techniques
3. Records practice conversations

V. Basic math fundamentals (1 week)

Specific objectives:

Specific objectives continued:

To review fundamental math operations--addition, subtraction, multiplication and division
To review fractions, percentages and decimals

A. Addition, subtraction, multiplication and division

1. Practices review exercises in each basic operation

2. Completes practical problems such as payroll, sales slips, extensions and inventory

B. Percentages and decimals

1. Works exercises on sales tax

2. Works exercises on fractions, discounts and commissions

VI. Accounting procedures (2 weeks)

Specific objectives:

To become aware of accounting opportunities
To review counting money, making change and writing receipts
To learn the fundamentals of opening a checking account, writing, endorsing and reconciling checks

A. Accounting opportunities

1. Discusses accounting opportunities available

2. Uses classified ads to demonstrate the awareness of accounting opportunities available

3. Views filmstrips

B. Handling money

1. Participates in activities involving making change

2. Writes receipts

C. Checking accounts

C. Checking accounts continued:

1. Discusses opening a checking account, completing a signature card, making deposits and writing checks
2. Completes sample checks and check stubs
3. Fills out sample deposit slips and learn types of endorsements
4. Learns to reconcile a bank statement

VII. Office machines (2 weeks)

Specific objective:

To become acquainted with available office machines

A. Duplicating or copying machine operations

B. Electronic calculator operations

C. Transcribing machine operations

D. Information processor operations

VIII. Shorthand (1 week)

Specific objectives:

To become aware of the need and opportunities for shorthand usage
To become acquainted with selected shorthand symbols
To read and write selected shorthand symbols

A. Secretarial opportunities

1. Becomes aware of available opportunities
2. Uses classified ads to discover secretarial opportunities

B. Shorthand symbols

1. Writes selected symbols
2. Reads symbols
3. Takes dictation of simple strokes, words and/or sentences

IX. **Data processing (1 week)**

Specific objectives:

To become aware of the opportunities in data processing
To become familiar with data processing terms
To become acquainted with data processing equipment

A. Data processing opportunities

1. Discusses opportunities available

2. Uses classified ads to demonstrate data processing opportunities

B. Data processing terms

1. Discusses data processing terms

2. Applies knowledge of terms through games and activities

C. Data processing equipment

1. Observes demonstration on data processing equipment

2. Views filmstrips on data processing equipment

3. Participates in a hands-on experience if available

X. **Working with people (1 week)**

Specific objectives:

To learn the importance of effective oral and written communication
To learn to work independently with minimal supervision
To develop desirable work habits

A. Communication

1. Discusses effective communication

2. Writes and presents the steps involved in performing an enjoyable task (example: baking a cake or driving a car)

B. Independent work

1. Understands independent work

B. Independent work continued:

2. Completes an assignment without any oral direction

C. Work habits

1. Discusses desirable work habits

2. Views filmstrip or film

NOTE: All of our time periods allow for tests, review and examinations.

RESOURCE MATERIALS

Books

Dictionary of Occupational Titles. United States Government Printing Office, Washington, D.C., Current Edition.

Lessenberry, Crawford, Erickson, Beaumont and Robinson. Century 21 Typewriting, 5th Edition. South-Western Publishing Company, 1982.

Occupational Outlook Handbook. United States Government Printing Office, Washington, D.C., Current Edition.

Morrison, Phyllis. The Business Office. Gregg/McGraw-Hill Book Company, 1978.

Wanous and Bennett. Personal and Professional Typing. South-Western Publishing Company, 1982.

Curriculum Guides

State Curriculum Guide for Introduction to Vocational Office Education, 1973.

Audio Visual

Films

"A Career for Tomorrow", American Learning System, Columbus, Georgia which includes the following topics:

Business and Office Careers
Secretary
Bank Teller
Bank Employee
Office Machine Operator
Cashier
Receptionist
Bookkeeper
Computer Programmer
Computer Operating Personnel
Accountant

Audio Visual continued:

Filmstrips

Disney's Career Planning Program, 12 Color Sound Filmstrips, Walt Disney Educational Media Company, Burbank, California.

Kits

SPELLING DRILLS AND EXERCISES—Programmed for the Typewriter, Third Edition, Brendel and Near, Gregg Division/McGraw-Hill Book Co.

Project

Simulation of Office Procedures for Vocational Office Education, Tennessee State Board Vocational-Technical Education.

Simulation

Nine to Five at the Business Office, Joyce Twing, Gregg/McGraw-Hill Book Company.

Workbooks

Century 21 Shorthand Mini Lessons. South-Western Publishing Co., 1975.

Office Skills 1: Language and Math Practice. Phyllis Morrison, Gregg/McGraw-Hill Book Company.

Office Skills 2: Comparing, Copying and Filing Practice. Phyllis Morrison, Gregg/McGraw-Hill Book Company.